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ABSTRACT

This newsletter contains six articles all related to the theme of education for recent legal and illegal immigrants. In "Golden Lord with Us from the Main Forest: Some Thoughts on the Education of Recent Immigrants," Aurelio M. Montemayor reflects on his experiences growing up in a bilingual, bicultural extended family of Mexican-American immigrants, and outlines recommendations for enabling the school success of immigrant students. "A Blueprint for an Educational Response to the Needs of Immigrant Students," by Abelardo Villarreal, lists characteristics of schools related to their success or failure in educating immigrant students, and outlines a framework for equity and excellence based on the school effectiveness correlates of instructional leadership, instructional focus, safe and orderly school climate, high student expectations, monitoring and measuring progress, and parent and community support. "The Projected Impact of the North American Free Trade Agreement on Texas Schools," by Albert Cortez, and "IDRA's NAFTA Impact Report: A Summary of Findings and Recommendations," by Maria Robledo Montecel, estimate NAFTA-related increases in immigration and Texas school enrollment, and summarize findings and recommendations related to student identification, educational program placement, student transition and follow-up, comprehensive support services, and family educational needs. "National Program in Immigrant Education Funded by the Andrew W. Mellon Foundation," by Donna Christian, describes a program funding four demonstration projects to improve preparation for and access to postsecondary education and employment for immigrant secondary school students. "The INS and Our Clean Sweep of the White House," by Jose A. Cardenas, reflects on the harassment of Mexican-Americans by the Immigration and Naturalization Service. This newsletter also lists resources and publications on immigrant education. (SV)

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INTERCULTURAL DEVELOPMENT • RESEARCH ASSOCIATION

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IDRA Focus: Educating Recent Immigrants

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Golden Lord with Us from the Main Forest: Some Thoughts on the Education of Recent Immigrants

Aurelio M. Montemayor, M.Ed.

Some immigrants or children of immigrants suffer from hunger of memory; I blush from an embarrassment of riches.

IDRA is a member organization of the National Coalition of Advocates for Students (NCAS), and I have served as our organization's representative at NCAS board meetings. In 1985, I was nominated to be chairperson of NCAS. A significant factor, aside from my sterling leadership qualities and winning personality, was the fact that a major study, the NCAS Immigrant Student Project, had just been launched and it was appropriate to have an Hispanic chairing the organization during that period. In examining my reasons for accepting the nomination, I remembered something that is not often a conscious thought: I am an immigrant, and so was my father. If this study had been conducted in 1927, my father would have been a possible interviewee; if conducted in the 1950s, I would also have been one of the "target students."

My adopted father was born in Concepción del Oro, Zacatecas, Mexico, and grew up in the small town of Cerralvo, in the Mexican state of Nuevo Leon. I was born in Mexico City of a Mexican father and a Lithuanian American mother. My biological mother, Nellie Zoper, came up from Mexico City to the border and resided a few months in Laredo. When I was just four months old, she began a slow journey to return to her parents, Lithuanian immigrants, in Cairo, Illinois. Her petition to her parents for return to a safe haven was met with an ultimatum: *you* can come back home, but *not* your Mexican child. While in Laredo, as she was considering leaving her child in an orphanage, she was living with Francisco and Alice Montemayor as her non-Texas residency status disqualified her for any public assistance. The Montemayors' offered to adopt the six-month old baby. Their 15-year-old only son, Francisco, concurred with their desire to have another child. The document on page 12 attests to the event.

My adopted parents were of an ironically similar ethnic blend to my biological parents. Francisco I. Montemayor came to the border as a young man, worked in a Nuevo Laredo (Mexico) bank, and met Alice, who was a Western Union telegraph operator, in 1926 and married her in 1927. Their courtship letters were delivered by Western Union courier and remain the first recorded documents of a 50 year dialogue in which both expressed their love and also carried on mutual language instruction. My father had not completed *secundaria*[1] in Mexico and was basically a self-taught accountant. He had begun to teach himself English and my mother, who was bilingual and biliterate, coached him in English. My father in turn would polish and correct her "*pocho*"[2] Spanish. He continued a life-long process of teaching himself English through working crossword puzzles. One of my enduring images: dad in his easy chair, smoking a cigar and working out crossword puzzles. One of our family nicknames for him was, *El*

[1] School division in Mexico falling between the U.S. rankings of junior high and high school.

[2] A term used in Mexico for those who are of Mexican extraction and speak a form of Spanish unacceptable to the more educated classes.

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Publication offices:
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190
Tel. 210/684-8180
Fax 210/684-5389

Maria Robledo Montecel, Ph.D.
IDRA Executive Director
Newsletter Executive Editor

Karla A. Fisher
IDRA Communications Manager
Newsletter Production Editor

Sarah H. Aleman
IDRA Graphics Specialist
Newsletter Typesetter

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them - as demonstrated by our "Then" and "Now" thinkers below.

THAT IS THEN... THIS IS NOW...

"Why are those who have violated the immigration laws being rewarded? The vast numbers of these people are grabbing welfare checks with one hand while dealing drugs out of the other."

- Barbara Coe
Chair, California Coalition for Immigration in the Los Angeles Times, August 11, 1993

"Whether we like it or not, all the rest of us in becoming American have become more or less WASPs. Americanization has historically meant WASPification. It is the gift that keeps on giving."

- Richard Brookhiser
author of "III Cheers for the WASPs," Time magazine, Fall 1993

"I, José, promise to speak English in class, and not disrupt. If I break the contract I will be placed in Recent Immigrants."

- A disciplinary contract created by a teacher for a non-immigrant English-as-a-Second-Language (ESL) student, August 31, 1990

"They can kiss my rear end if they can leap that high."

- California Governor Pete Wilson responding to critics of his proposal to crack-down on illegal immigration by denying health, education and other basic services to immigrants and their children; as quoted in the San Francisco Chronicle, August 21, 1993

"During tough economic times, immigrants become a target group. [but all] children in society have a constitutional right to a free public education. It is not conditional upon residence."

- Bertha Pendleton
Superintendent, San Diego ISD
in the San Diego Union Tribune, August 26, 1993

"I think that we [in schools] have to give a clear message that we are not arms of enforcing this law [The Immigration Reform and Control Act of 1986]...we are not the agents of the federal government in carrying it out."

- Nathan Quiñones
Chancellor, New York City Public Schools, in NCAS's New Voices, 1988

"...the deprivation of education takes an inestimable toll on the social, economic, intellectual, and psychological well-being of the individual, and poses an obstacle to individual achievement. ...by depriving the children of any disfavored group of an education, we foreclose the means by which that group might raise the level of esteem in which it is held by the majority..."

- Statement of the U.S. Supreme Court in *Plyler v. Doe*, 1982

"The denial of public education to any group of children is immoral."

- California Tomorrow in "A Response to Anti-Immigrant Proposals," November 1993

A Blueprint for an Educational Response to the Needs of Immigrant Students

Abelardo Villarreal, Ph.D.

A profile of this nation's citizenry reveals a mosaic of cultures sharing unifying ideals--human dignity and a right to a live a fruitful and meaningful life. Immigrants not only formed this nation, they helped shape its democratic system and institutions. It should be expected, therefore, that this nation would feel proud of its open-door policy towards immigrants.

Two unprecedented waves of immigrants tested our conviction and commitment to maintaining this open-door tradition. The first one occurred at the turn of the century; the second one is occurring now. Furthermore, the passage of the North American Free Trade Agreement (NAFTA) will increase the number of immigrants coming to this country. Cortez et. al., (1993) state that "the annual growth of the Mexican immigrant population increases within the range of seven and one half to fourteen percent (7.5% to 14%) with the implementation of NAFTA." Just as this nation was able to overcome social institution adjustments caused by a wave of immigrants in the early 1900s, we must now find a way to uphold its "inclusivity" tradition and prevail over the challenges posed by this recent wave of immigrants that represents even more diverse cultural backgrounds.

The school is a social institution with the responsibility of meshing these cultural strengths and creating future generations that further our nation's democratic ideals and beliefs. This article provides insights about the implications for schools and how they can address the challenges posed by this recent wave of immigrants. Two overarching tenets guide its contents: (1) schools must be sensitive to immigrant students' unique social, cognitive and linguistic needs and develop plans to address them accordingly; and (2) schools must be given a chance to develop and exercise their own capabilities and inventiveness to address the needs of immigrant students.

Condition of Education for Recent Immigrant Students

According to the 1990 Census figures, five states (California, New York, Texas, Florida and Illinois) have 73% of the total foreign-born youth under 18 years of age (McDonnel and Hill, 1993). These youth come from different cultures and experiences. Well over half of immigrant students speak different languages; the vast majority speak Spanish and are poor (Waggoner 1993).[1] The diversity of their backgrounds and school experiences makes schooling them a more complicated and challenging process. Schools are facing a concerned public that demands greater accountability and fiscal restraint. These conditions pose challenges that require schools to become more knowledgeable, sensitive, resourceful and proactive in meeting the needs of the immigrant student.

There's no question that many recent immigrant students face traumatic experiences when they first enter U.S. schools (Montemayor, 1988; McDonnell and Hill, 1993). A good number of immigrants come from war-torn countries, bringing scars that have a profound and lasting psychological impact on their lives. Some immigrant students have the good fortune of working with sensitive teachers and administrators that believe in them and help them to overcome these obstacles; others succumb to the pressures of an indifferent school and seek escape from the unfamiliar and the unknown by prematurely dropping out of our schools. Invariably, schools with limited success in meeting the needs of immigrant students have the following characteristics:

- Inadequate student preparation to cope with the new environment and to meaningfully participate in the regular program instruction;
- Limited opportunities for immigrant students to blend, socialize and learn from other students (isolation of immigrant students);
- Inappropriate training of school personnel on effective instructional techniques and materials for students with special needs;
- Lack of orientation programs that facilitate student adaptability to this society and to the requirements and approaches of this nation's educational system;
- Insensitivity of school personnel to the needs of immigrant students with different cultural and linguistic orientations; and
- Failure of schools to incorporate the challenge of educating these student populations in campus and district vision statements and educational planning.

McDonnell and Hill (1993) grapple with the limitations and problems of current research to provide schools with answers that are applicable across different immigrant communities. Schools must learn from their own or other schools' past successes, must use their own inventiveness, and must marshal the necessary resources to educate a significant portion of our student population or witness an upsurge in the number of student dropouts and functional illiterate in our communities.

Conjuring Visions of Success: A Prerequisite

> *These immigrant students are a burden to our school. Let me tell you about this family that came from a little village in Mexico. Two of the five children had been to school, but had not learned to read. Mind you, the oldest is fourteen and the youngest is three. I placed the fourteen year old in the third grade, two in the second grade and one in the first grade. The teachers are raising hell. This is frustrating. For all I know, these kids will probably care less and leave school as soon as they can. The parents will not stay put; they'll leave and care less for their kids.*

This is from a conversation with a principal who felt totally out of control and unable to address the situation. The principal and the teachers had little knowledge about how to best meet the needs of immigrant students, had assumed a defeatist attitude, and for all practical purposes had relinquished their responsibility of educat-

A Blueprint - continued on page 4

[1] While the majority of recent immigrant students (67.7%) speak a language other than English, recent immigrants constitute just 23% of the U.S. population of non-English speakers (Waggoner 1993).

A Blueprint - continued from page 3

ing. A set of faulty thought patterns based on misinformation about immigrant students permeated the school culture and contributed to the dysfunctional responses to the educational needs of immigrant students.

Manz and Sims (1989) identify three elements that promote job effectiveness and performance. These include:

1. A Sense of Competence
   Administrators and teachers must be equipped with strategies and techniques to address the needs of the immigrant students. Teachers need to feel that support and staff development are available to increase their competence. Furthermore, they must feel successful: success breeds more success.
2. A Sense of Purpose
   The importance of educating immigrant students must be communicated to all staff as a high priority. School personnel must demonstrate a genuine desire to work with immigrant students and institute intense efforts to address their needs in an efficient and effective manner.
3. A Sense of Control
   Opportunities for administrators and teachers to experience a sense of control will appear once teachers develop a sense of competence and purpose in meeting the needs of immigrant students. Once educators have the knowledge and the skills to address the needs of immigrant students, they must be given independence to exercise the instructional planning and teaching capabilities they possess.

The process of effective schooling has two major requirements. The first is the acquisition of adequate knowledge and resources to provide the best instruction to *all* students. Effective schools are equipped with the tools and resources to meet the challenge of educating immigrant students. These schools' personnel know about language assessment and placement procedures, bilingual and English as a Second Language program requirements, parent outreach and involvement practices, and a comprehensive educational program. Further, resources such as bilingual teachers, multicultural/bilingual materials and staff development activities are accessible.

The second requirement is a set of thought patterns that inspire confidence in the educator to communicate high expectations to *all* students to learn and succeed. Even when school personnel have the training and the resources to implement a quality educational program, success is not likely to occur when school personnel hold negative expectations or myths about immigrant students (Robledo Montecel, 1993). Often, these negative expectations are based on dysfunctional or irrational beliefs and assumptions. They frequently become self-fulfilling prophecies with damaging results to immigrant students. Among some of the most damaging negative expectations that must be redressed by school personnel are the following:

- "Some immigrant groups are less capable than others to learn."
- "These immigrant groups will be here temporarily and will return to their homeland once they have become economically stable."
- "These immigrant groups are so far behind intellectually that the schools can do little to help them."
- "Some immigrant groups could care less about education."
- "Equity and excellence in education cannot occur simultaneously."

Creating a vision of success among school personnel is the responsibility of the administrator. He or she must possess the knowledge and ability to model thought processes that promote a school culture which bonds personnel and focuses on creating meaningful educational environments for immigrant students. As a team, school personnel must identify and challenge any dysfunctional patterns that become obstacles to the achievement of immigrant students. School personnel must re-examine and re-formulate high expectations that become self-fulfilling prophecies for immigrant students.

A Framework for Equity and Excellence

An effective educational plan for recent immigrants of public school age must reflect an awareness of the psychosocial, academic, linguistic and cultural needs of immigrants students. Its approach must conform to the excellence and equity criteria associated with the six School Effectiveness Correlates presented on pages 5 and 15.

"Give a man a fish, and he will be fed for a day; teach a man to fish and he will be fed for a lifetime." The wisdom underlying a response to the educational needs of immigrant students is similar. We might paraphrase that in the following manner: "Give students the knowledge and they will feel competent; show them how to process knowledge and they will be in control of their own destinies." A quality educational program will develop the capability of each immigrant student to be a creator and consumer of knowledge.

Friedlander (1991) describes the key features of successful immigrant student programs. These key features include:

- Orientation to society and school as a critical component of the educational program;
- Specialized curriculum that emphasizes native language development and the rapid acquisition of the English language;
- Specialized instructional techniques such as sheltered English and cooperative learning used extensively in teaching content areas;
- Low student/teacher ratio that results in more individualized attention;
- A wide range of support services provided in an effort to more comprehensively address student needs outside the classroom that can affect student achievement;
- Comprehensive staff development programs that prepare teachers and other school personnel to better address the needs of recent immigrant students;
- High prioritization of multicultural education and the valuing/respecting of cultural and linguistic diversity in the campus;
- Equitable access to resources (bilingual teachers and counselors); and
- Supportive environments that shelter and support immigrant students helping them to cope with hostility and unfamiliarity.

The literature identifies six correlates which group successful strategies and practices into the following areas of school activity: instructional leadership, instruction-

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al focus, a safe and orderly school climate, high student expectations, monitoring and measuring progress, and parent and community support. The box at right provides a list of those indicators which the literature suggests are critical in an effective school for immigrant students. This list will serve two purposes: (1) to help school districts and campuses assess the degree to which they are appropriately responding to the educational needs of immigrant students; and (2) to help them plan quality educational programs for immigrant students.

Conclusion

Schools must rethink their fundamental assumptions about their responsibility and commitment to immigrant students. Schools have a legal and moral obligation to educate immigrant students (Cárdenas, 1978). Schools must accommodate special educational needs of immigrant students. If immigrant students are denied the opportunity to develop their intellectual potential, they - and we - are robbed of a most precious treasure.

Schools face the following key challenges when formulating equitable and effective educational responses to immigrant students' needs:

- Schools must use their own inventiveness to integrate new strategies into their instructional design.
- Schools must provide the opportunity for administrators and teachers to develop and exercise capabilities to design and implement educational programs.
- School personnel must conjure visions of success, since negative mental images can undermine even the most well-intentioned, theory-grounded educational plans.
- School personnel must initiate efforts to change dysfunctional mental images that interfere with the successful implementation of a plan.
- Educators must create a mental image of the immigrant student as a strategic and independent learner of English and academic concepts, translating this image into statements and programs that

A Blueprint - continued on page 15

A Framework for Equity and Excellence Using the School Effectiveness Correlates

Correlate 1: Instructional Leadership

1. Principal coordinates the necessary resources to meet the needs of recent immigrants.
2. Principal and site-based decision making (SBDM) council assign a high priority to efforts directed at providing recent immigrants with a quality educational program.
3. Principal and SBDM council explore curriculum options and implement those options with the greatest success potential for recent immigrants.
4. Principal creates an environment that promotes the integration of recent immigrants into the mainstream curriculum as soon as possible.
5. Principal ensures that staff is cognizant of and respects the right of immigrant students to a quality education.
6. Principal periodically convenes the council to evaluate progress achieved by recent immigrants.
7. Principal explores and implements ways to facilitate the transitioning of recent immigrant students into a new environment.
8. Principal and SBDM council facilitate accessibility to other social services that support immigrant students' success in school.

Correlate 2: Instructional Focus

1. Mission statement recognizes the existence of a diverse student population and role that the school plays in maintaining educational equity and excellence.
2. No group of students is isolated from the mainstream other than for specific instructional purposes for a period of time not to exceed two hours each day.
3. Teachers are willing to adapt instruction to meet needs of students from diverse cultural and linguistic backgrounds and experiences and do so accordingly. (Low student-teacher ratio is a viable option.)
4. Materials and other instructional resources are available for the recent immigrant students.
5. Campus staff receive training on effective practices that meet the needs of immigrant students.
6. Immigrant students are at a minimum achieving at the same rate as other students on the campus.
7. Immigrant students are encouraged to and do participate in extracurricular activities.
8. Educational programs help recent immigrants adjust to the new environment.

Correlate 3: Safe and Orderly School Climate

1. Immigrant students feel safe and secure in the educational environment.
2. Peers, teachers, administrators and other school personnel treat immigrant students with fairness and consistency.
3. The physical condition of specialized classrooms for immigrant students (such as resource rooms or labs) is comparable to that of regular classrooms.
4. Immigrant students understand the conduct guidelines and, like all other students, assume responsibility for effective school discipline.
5. School administration and teachers promote relationships based on mutual respect among all students. District discipline policy discourages/applies sanction against use of racial and ethnic slurs.
6. In migrant students assume leadership positions in various extracurricular activities.

***School Effectiveness Correlates** - continued on page 15*

The Projected Impact of the North American Free Trade Agreement On Texas Public Schools

Albert Cortez, Ph.D.

In anticipation of the passage of the North American Free Trade Agreement (NAFTA), the Texas Education Agency in collaboration with the Governors' Office contracted with IDRA to conduct a study of its effects on Texas public schools. In the study IDRA proposed to:

- Review the research literature related to education of recent immigrants;
- Conduct a study of existing school district procedures for identifying recent immigrant pupils;
- Assess the prospective needs of recent immigrant pupils enrolling in Texas schools;
- Acquire school personnel perspectives on counting procedures and educational and support services needs of recent immigrant pupils; and
- Develop estimates of the numbers of students who might enroll in Texas schools as a result of the agreement.

This article will focus on the study's procedures and findings related to the number of immigrant pupils which might be enrolling in Texas schools as a result of the passage of NAFTA.

New Immigrants in Schools

Enrollment of immigrants in Texas schools is not a new or recent phenomenon. Educators in Texas' U.S.-Mexico border regions as well as the state's major urban areas - particularly Houston, Dallas, San Antonio and El Paso - have a long history of providing educational services to significant numbers of recent immigrant pupils. The issue of numbers and educational implications of immigration became more prominent in the midst of the litigation which challenged the state of Texas' policy of excluding undocumented children from tuition-free enrollment in Texas public schools.

Following the court ruling in *Doe v. Plyler* in which the U.S. Supreme Court required that all immigrant pupils be provided access to public schools regardless of their legal status, the federal government created the immigrant impact aid program. Through this program local school systems were provided a small amount of funding based on counts of recent immigrant pupils. With the impending adoption of NAFTA, Texas state officials sought some assessments not only of economic and environmental impacts, but some approximation of NAFTA's projected impact on local public school systems in the State. This need, in turn, was fueled by an emerging recognition that while NAFTA dealt with free trade, the heightened economic activity which it would created along the border would inevitably lead to increasing population migration to these areas and, ultimately, to some level of cross-border migration into Texas and other border states. Rather than await the outcome of such trends, state officials requested studies which would anticipate the effects of these developments on the state's public school systems.

Estimation Methodology and Results

To arrive at an estimate of immigrant students that might enroll in Texas schools as a result of NAFTA, the study sought and identified research on the adult migration and immigration patterns which would result from the economic activities associated with the free trade agreement. Research sponsored by the Southwest Voter Research Institute estimated that NAFTA would result in an increase of between 50,000 and 100,000 immigrants from Mexico into Texas as a result of NAFTA. Data related to average family sizes and school-aged immigrants compiled from census data and INS reports were also acquired and used in the development of a five year immigrant students projection model.

In developing an estimate of the numbers of recent immigrants that might enroll in Texas schools as a result of the NAFTA, IDRA acquired technical assistance from experts in demographics and ethnography, reviewed research on the projected impact of NAFTA on the Texas jobs and the economy, and obtained input from local school personnel with experience in dealing with immigrant student issues. Based on a triangulation of the various data, the study developed an estimate of the numbers of recent immigrants that may enroll in Texas schools as a result the NAFTA-agreement. In presenting these figures, IDRA notes that these projections should be considered gross estimates, since there is a lack of comparable research in other states and no history which can be used as a benchmark for these projections. While the actual numbers of enrollees may vary, some increase in immigrant enrollments in Texas is a certainty and state and local officials should begin to consider the implications of such developments for local school operations.

Based on the model calculations, the study estimates that, over a five year period, a low of 15,000 to a high of 30,000 recent immigrant school-age students will enroll in Texas schools as a result of the NAFTA agreement and related immigration trends as shown in the table below. Whether the number approaches the low or high end of the estimates, or converges somewhere around the 22,500 student level, the research strongly suggests that Texas should anticipate increases in the numbers of immigrant enrollees.

Projected Impact *- continued on page 14*

Estimated NAFTA-Related Increase of Recent Immigrant Enrollment in Texas Public Schools over Five Years

Estimated NAFTA-related Increase in Immigration*	Estimated NAFTA-related Increase in School Enrollment
50,000	15,000
75,000	22,500
100,000	30,000

*Based on Southwest Vote Research Institute research that estimates a NAFTA-related increase in immigration of 50,000 to 100,000 persons over five years.

IDRA's NAFTA Impact Report: A Summary of Findings and Recommendations

María Robledo Montecel, Ph.D.

In April of 1993, The Texas Education Agency (TEA) contracted with the Intercultural Development Research Association to conduct a study of the projected impact of the North American Free Trade Agreement (NAFTA) on Texas public schools. In collaboration with TEA and administrators of five South Texas school districts, we addressed five major areas: student identification, student educational program placement, transition and follow-up, comprehensive support services, and family educational development. The findings , which are summarized below, were used by IDRA to develop recommendations that address each area.

I. Student Identification

Findings

One of the key findings of the study was the observation that school districts' procedures for identifying and counting recent immigrant pupils varied extensively. While providing local flexibility, this non-standardized counting procedure made some local estimates unreliable and impeded the aggregation of such data on a regional or state-level basis.

Recommendations

It is recommended that Texas school districts follow a standardized protocol for the identification of recent immigrant pupils enrolled in the state's public schools. The state education agency should take the initiative in developing standardized immigrant student definition and counting procedures to be integrated into the agency's Public Education Information Management System (PEIMS) reporting process. This identification process should include a standard definition for a recent immigrant pupil as well as the recommended procedures for implementing the counting procedures.

Identification of students will be academic, however, if the resources required to implement programs which respond to immigrant student needs are not made available. Therefore, IDRA further recommends that the standardized identification protocol be part of a process leading to the allocation of supplemental resources to assist school systems in meeting the needs of these students.

II. Educational Program Placement

Findings

The data suggest that, although recent immigrant students share many of the educational characteristics of native-born minority populations, they also arrive with a host of unique attributes that require specialized strategies to facilitate their transition into the regular all English curriculum.

Our research indicates that recent immigrants are often placed in distinctive educational programs which provided intensive specialized services designed to address their unique needs. Although such concentration may have some educational justification, extended placements in such settings may isolate recent immigrants from the regular programs and their non-immigrant peer populations, making eventual integration into such settings more difficult and traumatic.

Recommendations

IDRA recognizes that recent immigrant pupils posses unique educational attributes that may require specialized instructional interventions. Such placements should be particularly sensitive to such issues as students' proficiency in English and level of previous educational experience; at the same time, they should subscribe to the principle of the least restrictive educational environment as recommended for other special student populations served in Texas schools. Even short-term programs, however, should not be of a remedial or stigmatized nature.

The agency should encourage school systems to provide opportunities for recent immigrants to interact with their non-immigrant peers and encourage school systems to monitor student progress and transition recent immigrant to mainstream programs as early as is deemed appropriate.

III. Student Transition and Follow-up

Findings

School districts' efforts in monitoring immigrant student progress after transition into the regular program varies from little follow-up to comprehensive monitoring of student progress. Some immigrant students may weather the transition from special supportive environments to mainstream instructional settings without some type of support. The research indicates, however, that most require transitional support services, as well as monitoring of educational progress to determine when specialized assistance may be required during transitional states.

Recommendations

The state education agency should encourage local school districts to establish local monitoring. Procedures may provide for a variety of options but must include a requirement that the progress of such students be monitored for a minimum of two years.

IV. Comprehensive Support Services

Findings

Recent immigrants bring specialized needs that require coordinated, comprehensive support services. Many of these immigrant student needs are similar to those of native-born minority children and thus create a need for expanding existing services, such as language programs. Other needs, however, are unique to or more prevalent among immigrant students. These include: different, and in some cases limited, schooling experiences; traumatic experiences in their home countries or during immigration to their new homes; and limited access to health care in both their native country and in the local communities in which they now reside.

Recommendations

Services developed for and provided to recent immigrant populations should be comprehensive and coordinated. Support strategies should address education-related needs of pupils (e.g., English language development, orientation to U.S. schooling norms, etc.), as well as health and other social services which may be more acutely needed but less accessible to immigrants than to the native-born student population.

V. Family Educational Development

Findings

Educational needs extend beyond the student to include siblings and parents. New immigrant parents may themselves have lim-

IDRA's NAFTA Impact Report
continued on page 14

National Program In Immigrant Education Funded by The Andrew W. Mellon Foundation

Donna Christian

While immigration has affected all aspects of American life, nowhere is the changing demography of the United States more keenly felt than in education. The education system is poorly prepared to meet the special needs of linguistically and culturally diverse students, and problems are especially acute at the secondary level. High dropout rates, among other indicators, point to the difficulties schools have in providing adequate and appropriate education for these students.

A number of factors underlie the failure of secondary schools to serve immigrant students. These include:

- A shortage of school personnel trained to meet the specific needs of secondary immigrant students;
- A school structure that does not ensure smooth transitions from program to program, or school to school, or school to work;
- A school system that fails to give immigrant students access to academic concepts and skills;
- A lack of appropriate assessment policies and procedures for immigrant students; and
- Few curricular and programmatic alternatives for late entrant students who need to develop language, academic, and life skills to prepare them for options beyond high school.

These factors characterize an educational system that has failed to keep up with its changing populations, particularly at the secondary level. While there is relatively little research thus far that provides solutions, the studies that have been done indicate that creative new approaches are needed.

In its precollegiate Program in Immigrant Education, The Andrew W. Mellon Foundation is responding to the serious situation facing immigrant secondary students and the schools that serve them. Because there is clearly a mismatch between the numbers and needs of secondary immigrant students and the resources school systems are able to provide, the Mellon Foundation has initiated an innovative and timely intervention in this educational arena. Foundation's Program Officer Stephanie Bell-Rose describes the purpose of the precollegiate program: "to improve secondary education for immigrant students by working toward three goals:

1. Improving English language and literacy development;
2. Improving mastery of academic content and skills; and
3. Improving access to postsecondary opportunities (including preparation for higher education and/or the workforce)."

Four local demonstration projects (the "projects") have been established to design, implement, document, and evaluate school-based programs for immigrant students at the secondary level. The projects are collaborative efforts that link educational organizations, school districts, schools of education, postsecondary institutions (including community colleges and vocational training programs), community-based organizations, and businesses. The Mellon Foundation awarded grants for demonstration projects to the following organizations in December 1993:

- *California State University, Long Beach*, Long Beach, CA (Project Director: David Ramirez);
- *California Tomorrow*, San Francisco, CA (Project Director: Laurie Olsen);
- *Intercultural Development Research Association*, San Antonio, TX (Project Director: Albert Cortez); and
- *University of Maryland, Baltimore County*, Baltimore, MD (Project Director: JoAnn "Jodi" Crandall).

These institutions and project directors are leaders in the field of language minority education and work with local school systems on these issues.

Each project will collaborate with one or two school districts in major centers of immigrant settlement. In most districts, both high schools and middle schools will participate. The diversity of participating districts reflects the broad range of immigrant-receiving communities, in terms of both settlement patterns and cultural/linguistic makeup. Some districts are in communities where immigrants first settle on arriving in this country, while others are in areas where immigrant families tend to move after a year or two. One district is in a rural area and includes migrant students as well. All of the participating schools have large numbers of students who do not speak English natively. Several districts are primarily Hispanic (mostly Mexican American), and one of these has a significant number of Cambodian speakers as well. Other districts have a high degree of diversity; in one participating district, students come from 124 different countries and speak 101 different languages (and most of the Spanish-speaking students are Central American). In addition, several districts have large numbers of African American students.

The Center for Applied Linguistics (CAL) has received a grant to serve as the coordinating organization for the program. CAL is a Washington, DC-based non-profit organization that has been active for 35 years in working on issues related to language and culture. For this program, CAL will facilitate collaboration across demonstration projects, oversee the research and evaluation effort for the program, and assist in disseminating the results.

Research and evaluation activities will occur at both the local project level and at the national program level; CAL will work with the demonstration projects to synthesize what is being learned and document progress toward achieving the program's goals.

Various products are anticipated, including short digests of information on particular topics or educational strategies, a monograph of project case studies, and a series of research papers on topics relevant to the program goals and objectives. All of these products will be disseminated widely. CAL will also coordinate the involvement of an advisory committee in the program, a small group of specialists in areas related to immigrant education, who will provide input and feedback on activities, plans, and policy implications, and will meet with the projects periodically to assess progress.

The demonstration projects have just begun an eight-month planning phase. Dur-

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ing this time, the collaborating partners at each project site will work together to define their roles and develop a detailed plan of implementation.

School-based teams will be formed; curriculum development will be initiated; and professional development activities will be planned. In addition, each project will do a needs assessment to characterize the local context demographically as well as in terms of the array of services currently available for immigrant students. A close examination of needs will inform the development of the implementation plan. During this time, collaboration across projects will begin as well. The planning phase will be followed by three years of project implementation in the schools (beginning Fall 1994) and then a period devoted to documentation and dissemination of findings.

The demonstration projects promise to have a significant impact on the education of secondary immigrant students at both local and national levels. At the local level, these projects will develop and assess strategies and methods that will strengthen participants and inform other local schools and institutions. As a result of wide dissemination efforts throughout the life of the project, these strategies and methods will become nationally known, and the insights gained by the program will be shared with educators, policymakers and researchers around the country.

The overall program holds great potential for advancing the field of immigrant education on several fronts. Until now, the field has focused primarily on elementary-level education for immigrant students and has just recently turned its attention to the secondary level. Recent discussions have created a climate of concern, but few initiatives have been undertaken to address the need. By focusing attention on secondary immigrant education nationally, this program will broaden the discussion and strengthen the forces working to improve education for this population.

The coalition of local demonstration projects will supply the field with exemplary approaches for addressing the issues, adding substance to calls for reform. A research and evaluation component will allow the formulation of conclusions and recommendations across projects. This combination of concrete implementation experience with reflective research and policy consideration will enhance both theory and practice.

For more information about the Program in Immigrant Education, contact the author at:

Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
Tel. 202/429-9292
Internet: donna@cal.org

Donna Christian is Vice-President of the Center for Applied Linguistics (CAL) where she conducts research, trains teachers, and creates materials on issues of language in education.

IDRA to Participate in Mellon Immigrant Ed. Program Through "Creative Collaboratives"

This month, IDRA begins the eight-month planning phase to prepare for a subsequent three-year project: *Creative Collaboratives: Empowering Immigrant Students and Families through Education*. This project is a collaboration of Intercultural Development Research Association, two school districts in Texas, the University of Texas - El Paso, the University of Houston, the Governor's Office on Immigration and Refugee Affairs, job training agencies, community-based organizations such as *Centro Para Imigrantes* in Houston, and federally-funded technical assistance centers including the Multifunctional Resource Center; it is funded by The Andrew W. Mellon Foundation.

The project will be implemented in a Houston Independent School District (ISD) and El Paso ISD. The Houston middle school identified for this project has 61% recently arrived immigrants, mostly from Spanish-speaking backgrounds; only 13% of the school's seventh graders passed all sections of the state's minimum skills test. The participating high school in El Paso serves the largest number of immigrant students in its district. All the students are Hispanic and limited-English-proficient.

Project activities will be designed and coordinated through Site-Based Decision Making Councils in each school. A sustained program of professional development for these and other school-based educators will be undertaken to introduce the programmatic innovations aimed at increasing student retention and achievement and at creating new ways of organizing and presenting academic content and skills for immigrant students. The project's innovative strategies include designing orientation courses for recent immigrants to smooth their transitions into the school community and development of sheltered content curricula to make content area instruction more comprehensible for English language learners. An important emphasis of the project will be on coordinating services provided to immigrant students by different community and service agencies. Local collaboratives (including representatives of the schools, the universities and the community and social agencies providing services in that community) will also be created.

As a result of the project, positive outcomes are expected for students, schools and universities. Students are expected to improve in English language and content area skills and to transition more successfully from one education level to another, including to post-secondary education and careers. Schools will have staff trained to identify the linguistic, academic, cultural and social needs of immigrant students and design effective education programs for them. The universities will improve their teacher preparation programs based on project findings and will have stronger linkages with the schools. Beyond the immediate communities involved, the project will share materials developed that will enable other schools to adapt the collaborative approach, including: an intervention model manual and training guide describing how to use the collaborative approach to address immigrant student needs; materials on training others in this approach; an immigrant parental empowerment handbook to assist secondary schools in outreach activities; and documentation of programmatic innovations.

REFLECTIONS

José A. Cárdenas, Ed.D.

THE INS AND OUR CLEAN SWEEP OF THE WHITE HOUSE

My good friend Armando Rodriguez from Los Angeles was appointed Assistant Commissioner of Education in the days before the breakup of the Department of Health, Education and Welfare. Not only was Armando the first Hispanic to reach this high a level in the federal government, he was one of the first Hispanics employed in the Office of Education at any level. I have heard it said that he was the first Hispanic employed in the Office of Education, but I don't think that's true because when they first established the Office of Spanish-Speaking Affairs, which Armando was appointed to head, Lupe Anguiano preceded Armando by a few weeks. Maybe Armando was hired before Lupe, but it took him longer to clear up his business in California and move to Washington.

It was indeed unusual to see a Mexican American in the Office of Education. It was even more unusual since Armando Rodriguez looked like the Zapotec indian who served as president of the Republic of Mexico. As Bob Sanchez in McAllen used to say, "Armando Rodriguez es Benito Juarez vuelto a nacer."

One time when Armando as Assistant Commissioner was visiting federal programs in San Diego, he boarded the commercial airliner for his flight back to Washington. An officer of the Immigration and Naturalization Service (INS) boarded the plane just before takeoff. One look at Armando and he asked, "May I see your papers?"

In the ensuing argument the INS officer admitted that he wanted to see Armando's proof of citizenship because he "looked Mexican." Armando pointed to a blond, blue-eyed passenger in front of him and asked the INS officer, "Why don't you ask for his papers? He looks German."

Armando was not the only prominent Mexican American receiving special treatment from INS because of his looks. One time a very respected Mexican American appointed as a federal judge, and subsequently promoted to the district court of appeals, was riding in a car to San Antonio with a group of other federal judges. The car was stopped at a border INS checkpoint just south of Falfurias. The INS officer peered into the car, singled out the Hispanic judge, and demanded to see his papers. On objecting, he was ordered out of the car and would still be there if he had remained obstinate about not having to provide proof of citizenship.

For many years later, lawyers with immigration cases exerted an all out effort to have their cases tried in his courtroom. On the other hand, INS prosecutors avoided trying immigration cases in his courtroom. INS personnel presenting evidence would be reminded by the court of the injustice of Hispanics having to carry proof of citizenship in this country, an honor afforded only to members of very unique ethnic groups.

Mexican Americans have become accustomed to such special treatment. In 1974, my wife Laura, Rosie Castro, a friend who is an expert in the education of migrant children, and I went to Laredo on the Texas-Mexico border to do a workshop for teachers and administrators in the Laredo public schools. I had promised Laura and Rosie that I would get them home at an early hour, so we deviated from the usual ritual of having a delicious and inexpensive dinner in Nuevo Laredo on the Mexican side of the border and opted for three orders of Kentucky Fried Chicken to go. As soon as we were on the highway, we ate our fried chicken. Laura took all of the chicken bones and other trash from our portable dinner and placed them in the Kentucky Fried Chicken paper bag.

We had barely finished eating when we reached the INS border checkpoint on Interstate 35 outside of Laredo. Since Rosie has a darker complexion than Laura or I, we made bets that the immigration officer would want to see her papers. Sure enough, as soon as I stopped my Cadillac at the checkpoint and Laura lowered the window, the officer peered into the car and began his familiar ritual.

"Where were you born," he asked Rosie. All three of us answered, "In the U.S.A." Before he could ask Rosie for her papers, my wife placed the trash bag in his hands, asking, "Will you please dispose of this?" She then raised the electrically operated window on her side. I didn't know what else to do but step on the gas and get out of there. As the car sped away, all three of us looked back to see the immigration officer standing alone in the middle of the road with the bag of Kentucky Fried Chicken trash in his hands. We didn't stop laughing until we got to the outskirts of San Antonio three hours later.

Some years later, Lionel Castillo was appointed Commissioner of Immigration by President Carter. At the time I was running cattle on my ranch in Duval County in South Texas. Every time I grabbed a hoe to clear the weeds around my mobile home, an INS helicopter would come around and hover while the INS agents studied me through binoculars. They figured that anyone doing work in the hot South Texas sun must be an illegal alien. Just for kicks I would lower my Stetson and move to the opposite side of the house. The helicopter would circle around, keeping me always in sight. Eventually they would decide that I wasn't dark enough for them to mess around looking at my papers, and they would move on to other ranches in their relentless search for undocumented aliens.

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& COMMENTARY

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IMMIGRATION & NATURALIZATION SERVICE
"BURGER! IS OUR POLICY TO KEEP THE WHITES, THROW OUT THE BLACKS, TOLERATE THE YELLOWS AND KEEP THE BROWNS FOR MANUAL LABOR OR TO KEEP THE WHITES, THROW OUT THE BLACKS AND THE BROWNS AND KEEP THE YELLOWS FOR MANUAL LABOR?"

Credit: Wright/*Palm Beach Post*

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For several years I tried to get Lionel Castillo to visit my ranch. My plan was to get Lionel to lock up his wallet, identification papers and all other valuables in the glove compartment of my pickup truck so he wouldn't lose them as he helped me clean up around the house. I would then wait for the INS helicopter to spot him working with a hoe and drop down to apprehend him. Of course I would deny that I had any papers or anything else of his. Just think of the beauty of it, the South Texas office of the Immigration and Naturalization Service hauling off the Commissioner of Immigration. Unfortunately, he never got around to visiting my ranch, so my favorite fantasy remained unfulfilled.

In spite of there being little love lost between Mexican Americans and the Immigration and Naturalization Service, INS would occasionally provide some pleasant surprises. During the trial of *Doe v. Plyler* and the subsequent *Multiple District Litigation*, I received a call from Joe Staley, head of the INS regional office in San Antonio. He informed me of his concern that undocumented alien children would be kept out of school by their parents for fear that the school would report their undocumented status to INS. He assured me that in his region, INS would not use the schools as a focal point for the identification of undocumented workers and would even ignore and not follow up on tips received from the schools.

This concern for the education of children contrasted sharply with the attitudes of the educational leadership in Texas which was demanding that undocumented children be excluded from Texas schools. It has always been a bone of contention for me that there was more advocacy for the education of children in the federal Immigration and Naturalization Service than in the educational system of Texas.

When LBJ became president and Hubert Humphrey became vice-president, a whole bunch of us Mexican Americans received invitations to the White House. The reason for this rare recognition was that Vice-President Humphrey had Chris Aldrete, a Mexican American from Del Rio, on his staff, and Chris often participated in putting together lists of invitees to White House functions.

One time Armando and I received invitations to the White House for a state dinner honoring some foreign dignitary. We showed up in our new tuxedos and black ties as early as possible. As other guests arrived, Armando started getting very nervous. Movie stars, corporate CEOs, famous singers, top politicians and internationally known dignitaries crowded the East Room. We were pushed further and further back until we had our backs to the wall in the most remote corner of the East Room. Suddenly, Armando's face lit up as he saw a closet in the corner. He opened the door, but his new-found elation quickly disappeared as he peered into the empty closet.

"Golly, Joe," he said in mock disappointment, "I was hoping we would find a broom in the closet. Then we could feel at home - sweeping up the room during this reception."

Dr. José A. Cárdenas is the founder and Director Emeritus of IDRA.

Decree of Adoption
No. 13982
Exparte Petition of
Francisco I. Montemayor and Wife,
Alice Dickerson Montemayor,
for Leave to Adopt Federico
Salvador Alcalde Zoper, A Minor

IN THE 111TH DISTRICT COURT OF WEBB COUNTY, TEXAS—On this the 20th day of September, A.D. 1943, came on to be heard the petition of Francisco I. Montemayor and wife, Alice Dickerson Montemayor, for leave to adopt Federico Salvador Alcalde Zoper, a minor of about seven months of age, who resides in the City of Laredo, Webb County, Texas, and it appearing to the Court that said consent of the proper persons has been given for the adoption of said child, and that proper investigation has been made as to the former environment and antecedents of the child, and it has been found that it is a proper subject for adoption, and the home of the petitioners has been found to be suitable for said child, and that in the discretion of the Court, sufficient time has elapsed since filing this petition and the Court is satisfied that the home of petitioners and the child are suited to each other.

IT IS THEREFORE ORDERED, ADJUDGED AND DECREED BY THE COURT, that said petition be granted and the said child be hereafter deemed and held to be, for every purpose, the child of petitioners as fully as though born to them in lawful wedlock, and the said child shall be entitled to proper education, support, maintenance, nurture and care from said parents by adoption, and shall inherit from said parents by adoption, as fully as though born to them in lawful wedlock; subject, however to the provisions of law in such cases provided.

It is further ordered, adjudged and decreed by the Court that the prayer of petitions herein for change of name of said minor, be granted, and authority is here and now given to change the name of said minor child from Federico Salvador Zoper to Aurelio Manuel Montemayor.

James K. Williamson
Judge of the District Court
of Webb County
111th Judicial District of Texas

Golden Lord *- continued from page 1*

diccionario[3]. Even throughout my college years I could ask him for a word definition and he could instantly give me several synonyms and a nuance or two, albeit in what some people would label "broken English." It took quite a few years before I realized he had an accent.

Among the many wonderful memories I have of this quiet, loving inveterate reader who rarely spoke of what he read, is that of a baseball fanatic. Though I never acquired his taste for sports, I fondly remember watching him listen to the radio, and later watch games on TV. One recurring image of my childhood is the sight of his eyes growing moist when he heard the "Star Spangled Banner." He was a deeply grateful patriot who sometimes seemed to apologize for having not been born in this country, yet retained a full acceptance and love of his mother country.

My father was a conscientious, dedicated worker, but never made much money. I am amazed when I think back about his salary, even in those days when $100 were comparable to maybe $1000 today. He was paid peanuts and yet he was as loyal and uncomplaining to his employers as he was to this country.

My mother Alice Barrera Dickerson Montemayor was connected to Irish descendants on her father's side. My maternal grandparents met when my grandfather conducted the first train engine to Laredo at the turn of the century. John Dickerson spoke little Spanish and Manuela Barrera spoke little English, but they obviously communicated enough to fall in love and have a daughter. My mother said her mother's grandfather was a Zapotec native and her grandmother was descended from a Spanish land-grant family. In fact, our home in Laredo, she told me, was the last tiny portion of what had originally been a vast estate.

I was reared in Laredo, went to Catholic school, proceeded to a small Catholic College where I obtained my first degree. I recall an early conscious decision: I will learn the English language as well as any Anglo. So I became a bookworm, majored in English and still pride myself on my ability to understand and use the English language. One of my regrets is that I am nowhere nearly as proficient in Spanish, my first language.

I had aunts and uncles in Mexico and in the United States. Some of my Mexican relatives eventually immigrated to Texas and became naturalized citizens. Some of my San Antonio relatives returned to Mexico for a short while and then settled down in San Antonio. I have cousins who served in the pacific theater during WWII, and cousins that became lifetime civil servants with the Department of Defense. Some of my aunts and uncles lived to be great grandparents in San Antonio, never spoke or read much English, but one aunt in particular was a life long addict of "As The World Turns" and that whole soapy family of "recreational drugs." Ironically I've had some acculturated cousins corner me at a family gathering to scourge current immigrants! When I remind them of their parents, their reply is something along the line of, "That was different. We were of a better class!"

I was an immigrant to Laredo, Texas. But so were all the others that had some connection to my life. My birth mother migrated to Laredo from Illinois via Mexico City. My maternal grandfather migrated to Laredo from New Orleans via San Antonio. My father migrated from Cerralvo, Nuevo Leon. If my adopted mother did not consider herself an immigrant in any way, perhaps it was because she was conscious of being a direct descendant of one of Laredo's founding families. But boy did they migrate! To Laredo from Spain via Monterrey. I wouldn't be surprised someday to discover some "*converso*"[4] genes in the family, because Monterrey was settled by many Christianized Jews, surviving the inquisition in Spain by converting religion and migrating to the new world, a continuation of that exploding migration called *diaspora*.

And why all this? And what does this tell me of immigrants and their children?

I have learned that the flow of human beings is constant, powerful and natural. That from the movement come connections, relationships, love, new

[3] "The Dictonary"
[4] A term used in 16th Century Spain for Jews that converted to Christianity.

Golden Lord *- continued on page 13*

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families and the perpetual reblossoming of human life and human potential.

I have also learned that immigrants can be the most patriotic, dedicated and conscientious citizens - conservative in their politics, living the "family values" that seem to be so in vogue as the '90s political battle cry. Immigrants rarely believe in maintaining a closed, nuclear family, dedicated and loyal instead, to an extended family with branches and tentacles that are extended through traditions such as *compadrazgo* or godparentage.

I have learned that not one child or one family is expendable. That community is needed for survival: mutual assistance and cooperation are positive qualities inherent in recent immigrants.

I have learned that the internal gumption and courage in the spirit and personality of the recent immigrant drive both the individual and the group to work hard, learn fast and encourage literacy in the adopted land/culture/environment so that even the most meager resources are used efficiently, extended and multiplied geometrically.

I have learned that growing up in a home and a culture that is bicultural and bilingual is wonderful. There is no inherent confusion or contradiction between cultural loyalty and national patriotism. When the environment is supportive and nurturing, the self concept is strong, vigorous and assertive, easily able to assimilate and synthesize the differences of two or more cultures.

I have learned that public institutions and public officials are respected and even revered by immigrants. Their survival and growth energy encourages participation in the new culture, excepting only those mores that are perceived as destructive and divisive of family and community unity.

This article is not about immigration laws and policy. The issue of open/closed borders is complex and the subject for another article. My focus is on who we immigrants are, and the implications for what we do with, about and for us.

I ask, who was the immigrant in *your* family? The only ones with any real claim to nativity are the Native Americans. I grieve for all the Native American peoples that have been cruelly decimated, abased and abused, and robbed of their land. And I ask all those of you United Staters who do not consider yourself immigrants, or that are in fear of new immigrants, would you have been born here if there hadn't been immigrants in your family?

My vision of who we immigrants are might seem idealized, sanitized and lopsided. I know the descriptions and perceptions of immigrants in current media are negative, and I might be perceived as the exception that proves the rule. I don't deny that in all families and groups there are some people who are better than others by different standards. I could have listed negative traits from my own extended family. I don't pretend to deny stored up hurts from my childhood; hurts inflicted not by racist Anglos but by my family friends and neighbors. Who doesn't?

But then I could also list all the racist, classist and xenophobic words and behaviors coming from many WASP or 'mainstream' individuals. I could describe in great detail all the institutionalized barriers that recent immigrants as well as all racial and ethnic minorities face today. Yet I choose:

- to see what most of our families see in us: the good, the possibilities;
- to mine the riches all children bring;
- to have a conversation about how we are related rather than how we are divided;
- to dialogue about opportunities that lead to positive action, rather than to attack and seek revenge for past hurts; and
- to see the possibilities in the embryonic geniuses in our recent immigrants.

Do I see an Albert Einstein in five-year old Jean Claude; a Marie Curie in adolescent María Cárdenas; a Henry Kissinger in shy Hai Phap; an Architect Taniguchi in doodling, distracted 5th grade Yang? Yes, I do.

At the beginning of this article I mentioned an NCAS study about recent immigrant students. A formidable report was published in 1988. In the recommendations section there are a series of goals with which I concur and list below:

- Ensure understanding on the part of parents, children and school personnel that all immigrant children have a legal right of access to a free, appropriate public education.
- Ensure equal access to educational opportunity by providing appropriate educational assessment and placement of immigrant students in public schools.
- Ensure that immigrant students have a fair opportunity at school success by restructuring those policies, structures and practices which impede their access to effective instruction and which sort them into programs that prepare them for inferior futures.
- Empower immigrant students and communities by respecting native languages and cultures and supporting their retention, when that is the community's preference, and simultaneously provide those "English-Plus" services necessary to ensure that all immigrant students become competent in the use of English.
- Ensure that immigrant children, as well as their U.S.-born peers, have school environments free of victimization, harassment, and intergroup conflict.
- Help ensure the emotional stability and mental health necessary for the school success of immigrant children by preventing unnecessary separation of family members, and by providing humane and proper treatment of unaccompanied children and youth.
- Promote the success of immigrant children and youth, in school and after, by providing the range of necessary support services.
- Develop qualified bilingual teachers, and retrain the present regular teaching force to have the skills and sensitivities necessary to successfully teach foreign-born students and prevent intergroup conflict.
- Improve the quality of schooling for immigrant students by creating a more equitable allocation of resources to the largely inner-city schools which serve them.
- Empower immigrant parents and communities to fully participate in the education of their children.
- Establish a strong constituency to advocate for effective, quality education for immigrant children in U.S. schools.[5]

I concur with these goals because I live and work in an organization where a significant number of my very successful and competent colleagues who come from immigrant parents or grandpar-

[5] McCarty First, Joan & John Willshire Carrera. (1988). *New Voices: Immigrant Students in U.S. Public Schools*. Boston, MA: National Coalition of Advocates for Students.

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Golden Lord - continued from page 13

ents — and *they* agree with the recommendations. We are representative of those relatively few who have succeeded by current academic, social and economic measures. We disagree that the vast majority of our peers could have succeeded equally, for we succeeded only at great cost and in spite of the social and systemic barriers. We at IDRA live, work and pray for the removal of the barriers for all children.

The title of this article is the English translation from Latin and Spanish of my full name. If I hadn't been adopted and had kept my original name, Federico Salvador Alcalde Zoper, my two middle names 'savior and mayor' would have made me likely competition for Henry Cisneros for the mayorship of San Antonio. I am thankful for the accidents that led to being christened Aurelio Manuel Montemayor. My first name connects to *aurum* the Latin word for gold, the Au in the chemical Table of Elements. It also connects me to the stoic philosopher Roman Emperor, Marcus Aurelius. My middle name is derived from my Judeo-Christian roots, and in Hebrew means "God-with-us." Every Christmas and Easter I hear it sung with the majesty of Handel's Messiah — Emmanual, counselor, Prince of Peace. My surname comes from where the family originated in Spain, the largest forest or mountain. How can any school, community or country want to miss the opportunity to have another child given to them, another golden lord with us from the big forest?

Aurelio Manuel Montemayor is Lead Trainer in IDRA's Division of Training.

Model Curriculum Conference Planned

Prevention Works Wonders, a statewide parenting education curriculum conference is planned for April 13-14, 1994 at the Driskill Hotel in Austin, Texas. The Children's Trust Fund of Texas Council (CTF) will sponsor the event to show-case model child abuse and neglect prevention program curricula used by CTF-funded programs.

All advocates for children interested in bringing a parenting curriculum to their communities are encouraged to attend. Participants will attend full-day workshops that will review the essential components of these model curricula.

Local program representatives from each curricula will participate. Curriculum presentations will include:

- Center for Development, Education and Nutrition (CEDEN)
- Home Instruction Program for Preschool Youngsters (HIPPY USA)
- Community of Caring
- Healthy Start
- Nuturing Program
- Parents as Teachers
- Practical Parent Education
- Boy Scouts Youth Protection Program

Registration will be limited to 350. To receive registration materials or for more information, contact:

Prevention Works Wonders
c/o Children's Trust Fund of Texas
8929 Shoal Creek Boulevard, Suite 200
Austin, Texas 78757-6854

***Projected Impact** - continued from page 6*

Conclusion

It is important that policy makers and local school districts understand that any expansion of economic activity due to NAFTA will be gradual and eventually taper off over time. These projections represent an average increase over a five year period; it is reasonable to assume, however, that the numbers in the first two years of the agreement will most likely be lower than the average figure, increasing as NAFTA-related business activity expands, and eventually declining as the local economies absorb this expansion and the level of economic activity levels off. Activities associated with the growth of *maquiladora* industries along the border suggest that such a growth curve is a reasonable expectation. Moreover, it should be noted that these students represent less than 1% of the entire Texas school population. It is critical that state policy makers and local officials begin to anticipate some increase in immigrant student enrollment and begin planning for the programmatic and fiscal responses an increased enrollment will require.

Dr. Albert Cortez is the Director of the IDRA Institute for Policy and Leadership. The Institute was formed in January 1993 to expand IDRA's policy research and educational leadership development activities.

***IDRA's NAFTA Impact Report** - continued from page 7*

ited formal educational experiences and may benefit from strategies designed to improve their English language proficiency or their basic literacy skills. Immigrant parents may also come from environments in which the parent-school relationship is significantly different from that operating in U.S. public schools. Many immigrants parents may be unfamiliar with American school assumptions relating to parental involvement.

Recommendations

Successful strategies for immigrant pupils must be comprehensive and consider the educational needs of the entire family. Parental involvement strategies need to consider immigrants' limited knowledge of the U.S. educational system and its assumptions relating to parental involvement, as well as the cultural and linguistic characteristics which immigrant families bring to the school. Specialized strategies designed to orient and support immigrant parents' participation in school activities, building on the strengths they bring to the educational process, must be developed and disseminated.

Dr. Maria Robledo Montecel is the Executive Director of IDRA. Nationally-recognized as an expert on dropout prevention, Dr. Robledo Montecel has worked for over fifteen years in education-related research and development.

Copies of
A Research Study on the Projected Impact of the North American Free Trade Agreement on Texas Public Schools
are available from IDRA for $15.00 each.

To order, send a check or purchase order to:
IDRA Publications
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190

A Framework for Equity and Excellence Using the School Effectiveness Correlates (cont.)

Correlate 4: High Student Expectations

1. Immigrant students feel that teachers and administrators care and hold high expectations for them.
2. Teachers genuinely communicate high expectations by challenging the immigrant student's intellect and establishing the same curriculum and instructional objectives as for non-immigrant students.
3. Immigrant students fully integrate into the mainstream curriculum within a specified period of time that varies with grade level and students' previous educational background.
4. Teachers and administrators celebrate student diversity and consider it beneficial to a quality educational program.
5. Immigrant students are not placed on specific learning tracks that limit their educational opportunities or career options.

Correlate 5: Monitoring and Measuring Progress

1. Immigrant students' English language proficiency and content mastery are continually assessed and appropriate instructional prescriptions are made.
2. Portfolio assessment and multiple procedures that incorporate - but are not limited to - standardized and criterion-referenced measures are used.
3. Educational gaps do not exist among the various student populations in the campus.
4. School dropout rates among recent immigrant students are minimal and do not exceed those of other student groups.
5. Assessment and evaluation data are used to plan the instructional program.
6. Administrators and teachers monitor and support immigrant students' transition into the regular classroom.
7. Assessment is used for campus and school district accountability purposes.

Correlate 6: Parent and Community Support

1. Parents of immigrant students feel welcome and respected by administrators and teachers.
2. Parents are provided and take advantage of opportunities to work closely with the school in determining the best educational program for their children.
3. Schools garner community support for educational equity and excellence for all students including the recent immigrant.
4. Schools are proactive and accessible through family involvement programs that use the parents' home language and acknowledge the parents' cultural backgrounds.
5. Schools provide family English literacy and transition to workplace programs that facilitate the family's integration into the mainstream society.
6. Notices sent home to parents are in a language that they understand.

A Blueprint - continued from page 5

showcase the school as a major vehicle through which immigrant students can acquire lifelong learning skills and processes.

The concepts outlined in this article should not be seen as a panacea; they are not. They should be seen as a carefully designed list of strategies rooted in what we at IDRA - as educators, researchers, and advocates - know works for immigrant students. The journey can be exciting, challenging and rewarding.

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Dr. Abelardo Villarreal is the Director of IDRA's Division of Training and a recognized expert in school restructuring.

RESOURCES ON EDUCATING RECENT IMMIGRANTS

ADDITIONAL READINGS AND INFORMATION

AS ONE OF THE VOICELESS ONES I SPEAK. ONE OF THE MILLIONS OF IMMIGRANTS BEATING, BEATING OUT THEIR HEARTS AT YOUR GATES FOR A BREATH OF UNDERSTANDING.

- Anzia Yezierska
Russian-born U.S. novelist in Children of Loneliness

REMEMBER, REMEMBER ALWAYS THAT ALL OF US, AND YOU AND I ESPECIALLY, ARE DESCENDED FROM IMMIGRANTS AND REVOLUTIONISTS.

- Franklin D. Roosevelt
to the Daughters of the American Revolution

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Titles in bold are available from IDRA at no cost.
Contact IDRA's Communications Manager to obtain reprints. Thank you.

IDRA REGIONAL WORKSHOPS FOR EDUCATORS

SOLUTIONS FOR TAAS SUCCESS

Workshop I: San Antonio
January 19, 1994
In The Center at IDRA

Workshop II: McAllen
January 26, 1994

Workshop III: El Paso
February 2, 1994

Workshop IV: Dallas
February 9, 1994

Reading is perhaps the most important skill students can master to succeed on the TAAS and in life, yet far too many of our secondary schools are failing in this vital area. In anticipation of the upcoming administration of the TAAS, IDRA is offering ***Solutions for TAAS Success****, an exclusive day-long seminar on improving reading scores at the secondary level.*

Presented as a regional workshop at four sites around the state, *Solutions for TAAS Success* will train school personnel on IDRA's recently-completed TAAS reading skills training module, a comprehensive instructional packet educators can use to prepare teachers to effectively teach TAAS-related reading skills at the secondary level.

Each workshop will feature a day-long, focused discussion of the training module and its application in your district. Participants will receive a copy of the TAAS Reading Module (a $24.95 value) and personalized instruction on the training techniques they need to present the module to other staff members in a way that really makes the information "stick."

Each session begins promptly at 8:30 am and ends at 4:00 pm. • Cost per participant is $125 and includes all training materials and personalized instruction, plus a luncheon. • Space is limited to 40 participants for Workshop I and 75 participants for Workshops II, III and IV. • Reservations will be taken up to one week prior of the training date. • All workshop fees must be pre-paid in full; registrations cannot be processed without payment.

For more information or to make a reservation, contact The Center at IDRA: Tel. (210) 684-8180 • Fax (210) 684-5389

Travel & accomodations are the responsibility of attendees. Information regarding hotel locations, numbers and rates will be forwarded upon registration.

PUBLICATIONS AVAILABLE FROM IDRA

***The following publications are available from IDRA** at the listed price; there is no additional charge for shipping and handling. Publication orders should be directed to Communications Manager, IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. It is IDRA policy that all orders totaling less than $30 be pre-paid. Thank you.*

THOROUGH AND FAIR: CREATING ROUTES TO SUCCESS FOR MEXICAN-AMERICAN STUDENTS

by Alicia Sosa, Ph.D.

This book describes educators' roles and responsibilities in relation to a growing Mexican American population. Dr. Sosa explains why providing bilingual education, while essential, is not enough. The misuse of tracking and ability grouping, the shortcomings in educational policies, and the tendency to overlook the special needs of women and minorities are all addressed as institutional barriers to Mexican American students' success. Details of Hispanic educational attainment levels and current information about such issues as dropouts rates, reading levels, and participation in advanced mathematics and science courses are provided, as are a current list of the national Desegregation Assistance Centers and an extensive bibliography of resources on minority education issues.

64 Pages; ERIC; $10.00
1993 First Edition; Quality Paperback; ISBN #1-880785-10-2.

THE UNDEREDUCATION OF AMERICAN YOUTH

by José A. Cárdenas, Ph.D., María Robledo Montecel, Ph.D., and Dorothy Waggoner, Ph.D.

The undereducation rate, the proportion of youth ages 16 to 24 not enrolled in school that have not completed twelfth grade, is on the rise. This study graphically compares White majority youth and minority youth, including White non-Hispanic youth from language minority backgrounds, on nine critical factors affecting education including racial/ethnic groups, language background, gender, poverty level and status in the work force. With trend data through 1985, the undereducation rates of six ethnic groups by state are presented with a running text highlighting the factors involved in creating a whole class of undereducated citizens.

24 Pages, Illustrated; $6.00
1988 First Edition; Quality Paperback; ISBN #1-878550-02-0.

OTHER PUBLICATIONS ON IMMIGRANT EDUCATION

***The following publications are available from the National Coalition of Advocates for Students (NCAS)** at the listed price; there is no additional charge for shipping and handling. Publication orders should be directed to NCAS, 100 Boylston Street, Suite 737, Boston MA 02116-4610. It is NCAS policy that all orders be pre-paid. Thank you.*

IMMIGRANT STUDENTS: THEIR LEGAL RIGHT OF ACCESS TO PUBLIC SCHOOLS

by John Willshire Carrera

This manual reviews immigrant students' right to access to U.S. public schools as defined in *Doe v. Plyler*. It describes both prohibited and recommended school practices.

63 Pages; $12.00
1992 Revised Edition; Quality Paperback;
ISBN #1-880002-03-5.

NEW VOICES: IMMIGRANT STUDENTS IN U.S. PUBLIC SCHOOLS

by Joan First, et. al.

This publication represents the first national study of how young immigrants are faring in U.S. public schools. The book discusses recent immigration trends and barriers faced by immigrant students, and provides recommendations for school changes.

176 Pages; $16.95
1988 First Edition; Quality Paperback;
ISBN #1-880002-01-9.

ACHIEVING THE DREAM: HOW COMMUNITIES AND SCHOOLS CAN IMPROVE EDUCATION FOR IMMIGRANT STUDENTS

by the NCAS Center for Immigrant Students

This advocacy manual offers practical guidance to help communities and concerned educators work with schools to support the academic and social success of young immigrants.

95 Pages; $10.00
1992 First Edition; Quality Paperback;
ISBN #1-880002-05-1.

NEW VOICES NEWSLETTER

by NCAS

Published four times per year, each edition of this eight page newsletter focuses on a different issue involving the education of students in the U.S. public school system. *New Voices Newsletter* is available free of charge to educators, community leaders, parents and all others interested in promoting equitable, quality education.

Quarterly; 8 Pages;
No cost.

UT-Pan American to Offer New Doctoral Program: A Major Step for the South Texas Initiative

The first doctoral degree offered by the University of Texas-Pan American has been approved by the Texas Higher Education Coordinating Board. The program, set to begin classes in September 1994, is the only business doctoral degree offered by an institution serving a predominately Hispanic-American population.

The approval of this program is a major step in the State of Texas' and the University of Texas System's commitment to developing graduate and undergraduate programs as a part of the South Texas Initiative. The Initiative was begun three years ago in an effort to increase the availability of graduate and professional programs in South Texas, a region that has traditionally seen such programs underrepresented among its higher education institutions.

"Our hope is to promote the participation of Hispanic-Americans and other minority students in business doctoral study," said Dr. David L. Sturges, Director of the Ph.D. Program in the School of Business Administration. "The American Assembly of Collegiate Schools of Business (AACSB) conducts an annual survey of the ethnic classification of faculty. Hispanic-Americans, Blacks, and Native Americans are severely underrepresented." In 1992, only 1.3% of faculty at AACSB business schools were classified as Hispanic-American. Of about 1100 doctoral graduates in business in 1992, only 15 were Hispanic American.

The doctoral program, designed to be a double major for students with one major in international business and the second major in a traditional functional area of business, will provide preparation for higher education teaching and research.

"The program comprises 66 hours of study above the masters level," said Victor Huerta, Graduate Program Recruiter for the SOBA at UT-Pan American. "A student attending full-time could finish the program in three years. To help minorities better afford graduate study, Graduate Teaching Assistantships, Research Assistantships and Graduate Fellowships (scholarships) are available."

The School of Business Administration at UT-Pan American is among the approximately 20% of business programs in the United States accredited by the AACSB. The School offers BBA, MBA, and now the Ph.D. applications to enter the doctoral program in September 1994 are being accepted until April 1, 1994.

For more information, contact: *Office of Graduate Studies-Ph.D. Program*
School of Business Administration, The University of Texas-Pan American
1201 W. University Drive
Edinburg, Texas 78539-2999

Coming In April! The Fourth Annual Coca-Cola Valued Youth National Training Seminar and Teen Leaders Conference

Whether you are already involved in this successful cross-age tutoring program or are simply interested in how it might be implemented in your school, make plans now to attend the Fourth Annual Coca-Cola Valued Youth National Training Seminar on ***April 7-9, 1994 in San Antonio****, Texas. Special events and presentations planned include:*

- ***Panels and individual speakers*** *will detail the Coca-Cola Valued Youth Program components and explain how tutoring can help your school retain students who are at risk of dropping out.*
- *Valued Youth* ***student participants from each of the active Coca-Cola Valued Youth Program campuses*** *will display their work and be available to answer questions.* ***Valued Youth parents*** *will also be on hand to discuss their experiences with the program with seminar participants.*
- ***Separate workshops*** *with the IDRA site coordinators will provide specific information for those new to the program as well as additional program review and planning time for current program participants.*
- *Complimentary* ***teen leaders recognition luncheon*** *will be held to recognize the outstanding students who make the program work.*

Plus...

- ***School site visits*** *will provide seminar participants the unique opportunity of seeing some of San Antonio's Valued Youth tutors in action.*

Further information will be sent directly to all IDRA Newsletter recipients, or you may call 210/684-8180 to request a materials packet. Mark these dates on your calendar now - you won't want to miss this fun and informative event!

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

JANUARY 1 - JANUARY 31, 1994

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Jan. 3	Tyler Independent School District (ISD)	Literature-based Instruction for Bilingual Students
	Grand Prairie ISD	Initial Instruction for Limited English Proficient (LEP) Students
	El Campo ISD	Multicultural Education
	Olton ISD	Learning Styles
	Olton ISD	Multicultural Awareness
	Kingsville ISD	Interdisciplinary Unit Development: Part I
Jan. 4	Lyford ISD	Cooperative Learning (Para Professionals)
	Lyford ISD	Incorporating Texas Assessment of Academic Skills (TAAS) Reading Across the Curriculum
Jan. 5	Rio Grande City Consolidated ISD (CISD)	Reading Techniques
	Roswell Public Schools	*Compañeros en Lectura*
Jan. 5-7	Houston ISD	Reading Project
Jan. 6	Kingsville ISD	Technical Assistance
	Rio Grande City CISD	Reading Project
	Lytle ISD	Planning Meeting
	Weslaco ISD	Coca-Cola Valued Youth Program (VYP)
Jan. 7	Uvalde ISD	Coca-Cola VYP
	South San Antonio ISD	English as a Second Language (ESL) for Content Area Teachers
Jan. 7-8	Brownsville ISD	Coca-Cola VYP
	Dallas ISD	ESL Instructional Strategies
Jan. 10	Progreso ISD	Transfer Skills
	Education Service Center (ESC), Region 1	Using Math Manipulatives in a Bilingual or ESL Classroom
	Eagle Pass ISD	Parent Training/Finding Time to Read with Your Child
	Lytle ISD	Identifying Gifted and Talented Students
Jan. 11	Socorro ISD	ESL Techniques (Secondary)
	San Diego ISD	Problem Solving in Math
	San Diego ISD	Parents Reading to their Children
Jan. 11-13	ESC, Region 2	TAAS Reading
Jan. 12	Pearsall ISD	ESL Techniques (Secondary)
	South San Antonio ISD	Parent Training
	Southside ISD	Coca-Cola VYP
	San Diego ISD	Problem Solving in Math
	Rio Grande City CISD	Lesson Modeling
Jan. 13	La Joya ISD	Coca-Cola VYP
	Houston ISD	Parent Training
	ESC, Region 2	Planning Session
	Brownwood ISD	Multicultural Education
	Las Cruces Public Schools	Bilingual Instruction
Jan. 14	Agua Dulce ISD	Planning Session
	Eagle Pass ISD	ESL Strategies
	Rio Grande City CISD	Learning Styles
	Lasara ISD	Literature Based Instruction
Jan. 15	Benavides ISD	Student Learning Strategies
	Presidio ISD	ESL Techniques (Elementary)
	Progreso ISD	Higher Order Thinking Skills (H.O.T.S.)
Jan. 17	Beeville ISD	Critical Thinking Math/Science/Language Art
	Weslaco ISD	Coca-Cola VYP
	Edna ISD	Multicultural Education
Jan. 18	Rio Grande City CISD	Reading Project
	San Diego ISD	H.O.T.S.

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

JANUARY 1 - JANUARY 31, 1994

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Jan 19	Goose Creek ISD	ESL in the Content Areas
Jan 20	Tulsa Public Schools	Culture and Aspects of Learning
	Canutillo ISD	Cognitive Academic
	Kingsville ISD	Instructional Strategies Demonstration
	Arlington ISD	Imparting High Expectations
Jan. 20-21	National Diffusion Network (NDN) Conference	Coca-Cola VYP
Jan. 21	Uvalde CISD	Parent Training
	Dade County Public Schools	
	Arlington ISD	Serving At-Risk Students
Jan. 22	Victoria ISD	Sheltered English (Elementary Teachers)
	Progreso ISD	Using Math Manipulatives in a Bilingual or ESL Classroom
	Mission ISD	Role of the Para-Professional
	ESC. Region 1	Creative Thinking
Jan. 23	Anahuac ISD	Multicultural Education
Jan. 24	Pharr-San Juan-Alamo ISD	Innovative Teaching Strategies
	Lytle ISD	Serving Gifted and Talented Minority Students
Jan. 25	McAllen ISD	Coca-Cola VYP
	Devine ISD	Parent Training
	Sharyland ISD	H.O.T.S.
Jan. 26	Rio Grande City CISD	Reading Project
	McAllen, Texas	Regional Workshop for Eductors Solutions for TAAS Success
Jan. 27	Eagle Pass ISD	Introduction to Site Based Decision Making (SBDM)
	Harlingen ISD	ESL for Content Area Teachers
Jan. 27-28	Billings, Montana	Coca-Cola VYP
	Billings, Montana	Cultural Awareness
Jan. 28	Stockton Unified School District	Validating Student's Culture
	San Felipe del Rio	Site Observation
	Child Care Management Systems (CCMS)	
	Lyford ISD	Student Learning Strategies to Acquire
	Meaning from Text	
	Lyford ISD	Continuation of TAAS Reading
	Pearsall ISD	Thematic and Whole Language Instruction
Jan. 29	McMurray University	Motivation to Teach
	San Antonio ISD	Bilingual/ESL Symposium
	Houston ISD	TAAS Assistance
Jan. 31	Houston ISD	Coca-Cola VYP

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
IDRA
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190

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